DEMAND XII—EDUCATION.

MR. L. C. HODGSON (*Director of Public Instruction*): Sir, I beg to move for a supplementary grant not exceeding Rs. 3,260 under Demand XII-Education. The grant is in two parts—firstly the sum of Rs. 3,160 for the introduction of manual training in departmental English Middle Schools for boys, and secondly Rs. 100 for the equalisation of pay of the senior Pandits in the Sanskrit College.

I shall speak of the smaller item first. The situation is as follows. There are, in the Sanskrit College, three men who may be called Senior or Chief Pandits two of whom are on a scale of pay from Rs. 70-5/1-100 while the third gets Rs. 50-5/1-70. I might mention that the Salaries Committee, which sat two or three years ago, recommended that these pandits should be given the same scale of pay, but when the reorganisation order was issued by the Government, a departure from the recommendation was made, as I just mentioned to you, by which two of the senior pandits are on the higher scale of pay while the third is on a lower scale. I am in a position to give the particular reason why this differentiation was made. But I have considered in attempting to give effect to it that it is really not very logical because these three pandits—all of them—do work of an entirely parallel nature. They are in charge of *Tarka*, *Vyakarana*, and *Jyautisha*, and I think I am right in saying that the work which each of these three pandits does is in complete equivalence with the work done by the other two. The matter has come ahead recently because it is very difficult now to decide whom to appoint in the two vacancies that exist. We have two senior pandits, and a chief *Tarka* pandit. The posts of *Vyakarana* and *Jyautisha* pandits are vacant. Men have been acting for some time and the question has arisen which of the two is to be given the Rs. 75-100 post.

The Principal of the Sanskrit College pointed out, and also it seemed to me, that it was very hard that one of these persons who did practically identical work with the others should not be given a similar pay. I placed the matter before the Government and I understand that the Government discussed it with the Finance Committee, and as a result of the decision arrived at at that discussion, I beg to put this motion before this House, *viz.*, that the three Pandits for *Jyautisha*, *Vyakarana* and *Tarka* in the Sanskrit College whose work is exactly similar be placed in the same scale of Rs. 70-5/1-100.

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): May I know which of the pandits has got the longer service?

MR. L. C. HODGSON (*Director of Public Instruction*): You mean which of the two?

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Pattanamtitta*): Yes.

MR. L. C. HODGSON (*Director of Public Instruction*): No one has been appointed to the post. It is an independent question as to what particular individual is going to be appointed. The question now is

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[Mr. P. K. Narayana Pillai.]

whether the three posts cannot be brought under the same *cadre* because the work of all of them is identically of the same nature.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Do they require the same qualification?

MR. L. C. HODGSON (*Director of Public Instruction*): The qualifications required for the three posts are similar.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Of the two acting men, who has got the better qualification?

PRESIDENT: I do not think that the question arises. What Mr. Hodgson wants is that the pay of the pandits should be equalised because their work is the same—identical or parallel.

MR. L. C. HODGSON (*Director of Public Instruction*): The question, which man possesses which qualification, does not arise. That will have to be considered by the Government when the appointments are permanently filled.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Does it mean that for the three places the same qualifications will do?

MR. L. C. HODGSON (*Director of Public Instruction*): I am not speaking of qualifications.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Qualification is a necessary criterion in filling up the posts. It will have to be taken into consideration when the appointments are made.

PRESIDENT: These three places require proficiency in different branches of knowledge, *viz.*, *Tarka*, *Vyakarana* and *Jyautisha*. Those who are qualified in these respective branches will have to be appointed in these three respective posts.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): Are these subjects of great difficulty? I mean, whether one is more difficult than the other?

PRESIDENT: The Principal of the Sanskrit College says that they are posts; the qualifications required for which are more or less parallel and of the same degree.

MR. L. C. HODGSON (*Director of Public Instruction*): They are all exactly on a par, and I believe that all the three require precisely similar qualifications.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): Is it to get rid of the inequality in the pay of these three posts that the present proposal is made?

MR. L. C. HODGSON (*Director of Public Instruction*): Yes.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): If that is so, is there any objection to reduce the pay of the others? (*Laughter.*)

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MR. L. C. HODGSON (*Director of Public Instruction*): At present there are two grades in one of which the pay rises to Rs. 100.

MR. P. K. NARAYANA PILLAI (*Ambalapuzha*): What I say is that when this falls vacant opportunity may be taken to reduce the pay.

MR. L. C. HODGSON (*Director of Public Instruction*): One man is permanent and he can legitimately complain. That is all that I have to say in regard to this item.

MR. M. N. PILLAI (*Trivandrum*): Will Mr. Hodgson be able to say why some of the pandits were not paid for some months?

PRESIDENT: That does not arise here at all. (*Laughter.*)

MR. T. K. VELU PILLAI (*Trivandrum cum Nedumangad*): I rise to support—

PRESIDENT: Mr. Hodgson has not finished his speech. He has dealt with only one of the items. You may speak, Mr. Hodgson, about the other item.

MR. L. C. HODGSON (*Director of Public Instruction*): The second proposal is for a sum not exceeding Rs. 3,160 for the introduction of manual training in departmental English Middle Schools for Boys. I do not think it necessary, Sir, that I should dilate at any great length on the value of the subject of manual training which has been introduced in quite a large number of schools in the State now. Beginning with the Training College for some years, Mr. Green's work—the Organiser's work—was, about five or six years ago, extended to the Vernacular Middle Schools in the State. Ten English School Leaving Certificate holders were selected from the English Schools and specially trained as instructors of manual training and posted to the ten Vernacular Training Schools that we have in the department. There they trained the teachers of the Training Schools and the pupils of the practising classes and they trained each year a select number of fifty vernacular school teachers for the whole year to become instructors in manual training. These fifty men were posted to Vernacular Middle Schools. Now we have reached a position in which not all, but very nearly all, the Vernacular Middle Schools are supplied with these teachers. I may say that 185 Vernacular Schools are supplied with Manual Training teachers and that there are only 25 more remaining to be supplied with these teachers. Now the question arises as to, when we approach the time when we shall have trained all the necessary Instructors for Vernacular Middle Schools, what we are going to do with these ten undergraduate teachers. The original idea was that, when they had finished training the necessary number of instructors for the Vernacular Middle Schools their services should be utilised for introducing manual training in English Middle Schools. We have now come to a time when they are no longer necessary for training special instructors for vernacular schools and their services may very well be used for introducing manual training in ten of the English Middle Schools conducted by the department.

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[Mr. L. C. Hodgson.]

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): May I have some idea of the sort of training that is being given?

MR. L. C. HODGSON (*Director of Public Instruction*): I would refer Mr. Nidiry to the volume of educational hand-work in manual training which has been compiled by Mr. Green, the Organiser of Manual Training in Travancore, which gives a full account of it.

MR. J. JOHN NIDIRY (*Changanachery* cum *Minachil*): I want only some rough idea.

PRESIDENT: If he is to describe the nature of the manual training in detail, we will have to extend the time allotted to him. If the House has no objection, he may describe it.

MR. L. C. HODGSON (*Director of Public Instruction*): Manual training as introduced in schools of general education has two functions—the primary or the main function and the secondary or the subordinate function. The main function of it is the progressive development of accuracy, precision and thoroughness by a combination of ocular observation and manipulative skill. That is the chief reason for which it has been introduced in many schools as a means of training the mind—not so much the hand—to habits of precision and thoroughness. But there is the secondary function which may be called the by-product of manual training and which has its own use. That is, it does give the pupil a certain amount—a fairly large amount—of skill, nimbleness of hand and quickness of eye. Those are the two functions from the educational point of view. The second is what I described as a by-product of the manual training and it has a decided value. If a boy leaves a Middle School at the age of fifteen, having undergone manual training, and if he turns to some industrial or technical occupation, he will have been trained to make skilful use of his hands. That is a very valuable asset. I do not think I need say more to answer Mr. Nidiry's question. I may say that one of the chief features of this work is its variety and it is this variety which stimulates activity, arouses interest, fosters development and sharpens the intellect. One other feature is that it gives a welcome relaxation to the drier subjects, if I may say so, of history and geography or any subject which the pupil may not have very great partiality for.

The proposal is that the ten undergraduates who were some years ago specially trained to be posted to ten Vernacular Training Schools should as they are not specially wanted for that purpose, be now posted to ten out of the twenty-two Departmental English Middle Schools to introduce the subject there. Secondly ten of the trained Vernacular Higher Instructors from the Middle Schools should be posted to these ten Training Schools to replace the ten undergraduates who will be taken away from there, after two months' training in the Training College. I want to explain that. We are taking away the ten undergraduates because we do not want the training for the *spacial* instructors. At the same time, manual training is an integral part of

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the training in the Training School. We require teachers there to train all the teachers who come there from Government as well as private schools. And we cannot do without manual training. We propose to take away the original ten undergraduates and we propose to replace them by ten of the "Vernacular Higher" men and give them special training in February and March under the Organiser in the Training College. Another proposal in asking for the grant is that twelve more undergraduates should be selected from the English Schools and sent to the Training College for one year's instruction in manual training after which they will be posted to the other twelve English Middle Schools so that we shall be able to introduce manual training into all the English Middle Schools under the department. Later on we hope to concert measures for introducing the subject in all High School forms as well.

I will now go into the details of the figures. I ask for a sum not exceeding Rs. 3,160. The pay and deputation allowance of the ten teachers for the special course of training in February and March will come roughly to Rs. 500. The travelling allowance for the same would be about Rs. 100. The initial cost of Rs. 200 per school will make it Rs. 2,000 for the ten schools. The recurring cost of Rs. 100 for two months will be Rs. 200. That works out to Rs. 2,800. In addition to this a sum of Rs. 300 will be required for the pay for one month of the teachers who will undergo training in the next school year and Rs. 60 on account of their travelling allowance. The total comes to Rs. 3,160.

One other thing I should like to say. An objection may be made that this demand should have been brought up at the time of the budget. I may say that it is very difficult in the educational budget to foresee and provide for all possible and probable things for the simple reason that the school year does not coincide with the financial year. The begining of the school year coincides with the fag end of the financial year. The financial year begins after the schools have got into working order. It is very difficult thus to foresee in Chingam what we may necessarily require in the following Edavam. We do foresee in many cases and provide for additional amounts in the budget, as for additional teachers, additional classes and division of classes for the months from Edavam to Karkatakam in the current year's budget. But this matter of introducing manual training in schools is a thing with which we could not possibly deal in all its details before the time of the last budget. In order to bring forward a proposition of this kind, which may seem simple enough, there is a good deal to be done. First of all, the Organiser in Manual Training has to submit his proposals. These proposals have to be considered and sent up to Government, and, later on, the Government consult the Finance Committee about the proposals. All this takes time. Hence it was not possible to bring this matter before the budget meeting in last July.

MR. M. R. MADHAVA VARIAR (*Chengannur* cum *Patanamditta*): May I know whether there are now no teachers in the English Schools having a knowledge of manual training ?

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[President.]

MR. L. C. HODGSON (*Director of Public Instruction*): They know it to a certain extent. Every trained teacher knows something of it. All those who go to the Training Schools,—graduates who are trained for L. T. and the undergraduates who undergo training—all these do get a kind of knowledge in manual training, but I cannot say that they have been so specially trained as to become qualified for being instructors in manual training. There is a great difference between being an instructor, *i. e.*, a man who has had a special course of training for becoming a teacher and one who has merely a knowledge of the subject. If a man has some knowledge of the subject he will be able to help to teach it. The other day I went to a school at Chennittala and I found that the manual training instructor was absent and that his work was being done by the Drill Master who had picked up some knowledge of it. Mr. Green was there with me and he informed me that the man was teaching the subect fairly satisfactorily.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Sir, the definition given by Mr. Hodgson of manual training is so well framed that if a candidate for an examination picks it up and gives it a place in his answer book he would get very high marks even though the examiner is Mr. Hodgson himself. It is so clear, so convincing, so precise, and so alluring that no one in this House requires any further knowledge of manual training even in case he did not possess any knowledge before this. We are all looking forward to the future of Travancore as an industrial nation, and without manual training nothing can be done. The eye has to work along with the hand, and both of them have to work in conformity with the brain so that manual training is absolutely necessary.

It is in regard to the other portion of the motion that I wish to place a few observations before the House. I am glad that the first ray that will illumine the gloom has dawned and I am glad that the Director of Public Instruction has discovered that logic requires that the three pandits in the Sanskrit College should be put on the same rank. He said that they were all of them doing precisely the very same kind of work. I am quoting his own words "the same kind of work." And logic requires that all the three who teach *Tarka*, *Vyakarana* and *Jyantisha* should be paid similarly. I have absolutely no complaint against it and I welcome the proposal. But I only want that Mr. Hodgson will take into consideration the claims of other educational institutions as well. I am referring to His Highness the Maha Raja's College for Boys where there are Professors, Lecturers, and Tutors in certain subjects. There are Professors, and more than one, in certain subjects—

PRESIDENT: It does not arise now.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): By way of analogy, it is of some importance.

PRESIDENT: That question is not before the House.

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MR. L. C. HODGSON (*Director of Public Instruction*) : It is more than an analogy. He wants the equalising the pay of the Professors of the College, and wants me to take that into consideration.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Not that, though that is also equally urgent. My point is this: Mr. Hodgson observes that *Tarka* and *Vyakarana* stand on the same footing, and I say that Sanskrit and English stand on the same footing also. Now, there is a kind of parsimony which always weighs with the Director of Public Instruction and the Government in considering the claims of Sanskrit. We hear so much said about Indian culture. I do not know how Indian culture can be encouraged in a State like Travancore where an enlightened line of Maha Rajas who have done much for Sanskrit and the vernaculars, if in premier institutions like our College there should be this difference in the treatment of English and Sanskrit.

PRESIDENT: This question does not arise. I am afraid what you say is not relevant to the point before the House.

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): I quite see the point. What I say is that our action is to be guided by certain principles. The question is whether it is logical.

PRESIDENT: Do you support the motion?

MR. T. K. VELU PILLAI (*Trivandrum* cum *Nedumangad*): Perfectly so. I strengthen the logic by similar circumstances. I do not want to say anything more on the subject. I am glad to find that the Director's attention has been directed by the condition of this unfortunate Sanskrit Pandit who gets less pay in the self-same institution than others who do the same kind of work.

MR. L. C. HODGSON *(Director of Public Instruction)*: I do not think I need say anything more in regard to the subject. I trust that all the members will support this motion and that they will agree with me in thinking that manual training is an exceedingly valuable adjunct to general education. I am sure that I shall have the support of those members of this House who are members of the University Committee who, when we were holding our meetings at the Training College, visited Mr. Green's room and saw for themselves the kind of work he is doing. I only wish that all the other members of this House had seen what Mr. Green has been doing there; for then I am sure this motion would be carried unanimously.

PRESIDENT: May I take it that this motion is accepted by the House.

The motion was put and carried.

The grant was made.

DEMAND XIII—AGRICULTURE.

MR. K. PARAMESVARAN PILLAI (*Ag. Director of Agriculture and Fisheries*): Sir, I beg to move for a grant not exceeding Rs. 581

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